

**COURSE DATA****DATA SUBJECT**

Code: 46827
Name: Human Resource Management
Cycle: Master's Degree
ECTS Credits: 2
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
2270 - Master's Degree in Cultural Management	Facultat de Ciències Socials	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2270 - Master's Degree in Cultural Management	Gestión de recursos humanos	COMPULSORY

COORDINATION

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SUMMARY

It can be said that there are two aspects that ultimately determine the behaviour of cultural managers and people in organisations. Firstly, their perceptions, beliefs, attitudes, values, information processing, communication processes, decision-making, experiences and particular goals; these are the processes. And secondly, the influence and limitations that the company structure, dynamics, policy and organisational objectives exert through a catalytic and modifying action on the former; these are, now, the organised social universes. Both dimensions influence each other reciprocally.

What, then, does the behaviour of people - managers, technicians, section heads and other employees - at work depend on? Many authors and specialists insist on the need to systematise the study of organisational behaviour at three different levels of abstraction: individual, group and organisation. Consequently, behaviour in companies is the result of the interaction of these three dimensions:

1. Firstly, human beings join an organisation or company following a process of socialisation, perception, training, acceptance of roles and assignment of a status. They also develop a more or less committed behaviour and have certain expectations, which depending on their skills and learning, allow them to achieve their objectives and those of the companies by carrying out a behaviour, processing information, making decisions and solving problems.



2. Secondly, human beings are integrated into work groups governed by business and management parameters, according to a certain type of leadership and with differentiated functions and objectives.

3. And, thirdly, these groups form an organised structure that depends on the type of company, its size, its complexity, its degree of standardisation and environmental and technological factors. Furthermore, certain internal business processes, such as culture, communication, power and authority relations, decision-making, conflict and degree of participation are of great importance as they modulate and catalyse the behaviour of groups and individuals.

In short, the behaviour of cultural managers in the organisations for which they work occurs within a range, more or less narrow, derived from the company and its management model, which, in turn, is directly related to the socio-economic and cultural trends of the country or surrounding environment in which it is located. There are a large number of works that support this thesis. It is appropriate - and perhaps necessary - to accept and assume that work behaviour is not an isolated, simple and individual phenomenon. The truth is that it depends on other factors of greater scope and complexity.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

2270 - Master's Degree in Cultural Management

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Contribute to designing, developing and implementing solutions that address social demands, taking the Sustainable Development Goals as a reference.

Demonstrate critical and self-critical reasoning within the field of study, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Have the necessary skills to lead cultural management projects.

Have the necessary skills to plan comprehensive cultural management projects.

Know how to apply market and environmental information in the field of culture and its implication in strategic management and decision-making as an information system.

Know how to handle information and communication technologies applied to the field of cultural



management.

Know how to lead multidisciplinary teams working on cultural management projects in organisations and institutions.

Know how to organise areas and services within culture-related organisations.

Know how to structure a strategic plan for a cultural organisation or institution.

Know the different organisational models and structures present in cultural management, and the systems and techniques to optimise them.

Plan short-, medium- and long-term material and human needs for a management area, service or team in cultural institutions and organisations.

DESCRIPTION OF CONTENTS

1. Social Sciences, Human Resources Management and Theories on the individual performance in organizations

1. The Organization and its structure. Role of human resources
2. Evolution of approaches to human resources: Terminological foundations
3. HR management as a strategic activity: the role of HR management in strategic management
4. Job design: variables and their relationship with HR management. Job analysis. Job description and specification. Definition of generic and specific competencies associated with the job

2. Components and functions of Human Resources Management

1. Recruitment and selection of human resources
2. Motivation and involvement of staff
3. Professional development and quality of working life
4. Strategic planning of human resources

3. Challenges and challenges of human resources management

1. Recruitment and selection of human resources
2. Motivation and involvement of staff
3. Professional development and quality of working life
4. Strategic planning of human resources

1. The principles in relation to HR management that facilitate the emergence of a culture



4. Guiding principles, evolution of values and organizational cultures

1. The principles in relation to HR management that facilitate the emergence of a culture oriented towards involvement
2. From control imperatives to development imperatives
3. Towards a new scheme of values and lifestyles
4. Characteristics of the network society

5. Motivation and personal development

1. A new manager, innovative and knowledgeable
2. Teamwork
3. Knowledge management
4. Managing and innovating in complexity and uncertainty

6. Innovation and creativity

1. What is talent?
2. How is talent developed?
3. Creative intelligence: social, structural and emotional
4. HR policies that promote innovation

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	8,00
Seminar	4,00
Total hours	12,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	21,00
Preparation of lessons	15,00
Preparation for assessment activities	2,00
Resolution of case studies	0,00
Total hours	38,00

TEACHING METHODOLOGY



In the teaching-learning process of "Human Resources Management" different teaching methods will be used. Participatory master classes will be used to expose the student to the most complex concepts and give an overview of the subject. In any case, teaching methods will be used that seek the involvement of the student in their teaching-learning process. The choice of these methods is justified because they favor teacher-student interaction and student-student interaction and, more importantly, they enable the development of social skills and abilities.

For each session, students must carry out prior work that will materialize in answering a series of questions related to the topic to be discussed in the session. This prior work, carried out by the student, will allow each of the theoretical-practical sessions to begin with a question to be resolved that will encourage the participation of the students and then present the basic concepts that will be addressed in each of the topics. The topic will end with a brief summary highlighting the objectives that must be met after studying the topic.

In each session, student participation will be encouraged, so that they can apply the concepts presented to the specific context of cultural entities.

EVALUATION

Regarding the evaluation of the learning of the subject, this will be carried out in the following way: 70% individual work / 30% exam.

REFERENCES

- Albizu, E y Landeta, J. (2014): Dirección Estratégica de los Recursos Humanos: teoría y práctica. Editorial Pirámide 2ª Edición. Byrnes, W. (2009): Management and the Arts. Fourth Edition. Elsevier Gómez-Mejía, L.R; Balkin, D., y Cardy, B. (2007): Gestión de los Recursos Humanos. Pearson. Prentice Hall Luna, R. (2017): Gestión del talento. De los recursos humanos a la dirección de personas basada en el talento (DTP). Editorial Pirámide
- Burack, E.H. (1990) Recursos humanos. Una orientación estratégica. Madrid: Díaz de Santos - Frankl, V.E. (1946; 2004) El hombre en busca de sentido. Barcelona: Herder -Maslow, A.H. (1968; 1998) El hombre autorrealizado. Barcelona. Ed. Kairos -McGregor, F (1960; 2006) El lado humano de la empresa. Madrid: MacGraw-Hill -Quintanilla, I. (1991) Recursos humanos y marketing interno. Madrid: Pirámide. -Quintanilla, I y Bonavía, T. (1993) Dirección participativa. Madrid: Eudema -Quintanilla, I. (2002) Empresas y personas. La gestión de la complejidad en la sociedad relacional. Madrid: Díaz de Santos